

<b>School/Academy:</b>	Westbury Academy	<b>Date of assessment</b>	13 <sup>th</sup> November 2020
<b>Who might be harmed?</b>	Pupils, staff, visitors and contractors	<b>How many are affected?</b>	Whole School

**Reference:** “Given the improved position, the balance of risk is now overwhelmingly in favour of children and young people returning to school.... For the vast majority of children and young people, the benefits of being back in an education setting far outweigh the very low risk from coronavirus”

[Guidance for full opening: special schools and other specialist settings \(2<sup>nd</sup> July 2020\)](#)

[Guidance for full opening schools \(28<sup>th</sup> August 2020\)](#)

[Guidance for full opening: special schools and other specialist settings \(5<sup>th</sup> November 2020\)](#)

<b>Hazard Aspect</b>	<b>Possible control measures</b>	✓ if in place ✗ if not or n/a	<b>Where:</b> ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	<b>Residual Risk rating</b> High, medium, low
<b>Communication</b>				
Staff	<ul style="list-style-type: none"> <li>This completed risk assessment is shared with staff. Signatures are obtained.</li> </ul>	<b>Yes</b>	Distributed to staff on 9 <sup>th</sup> November 2020	L
	<ul style="list-style-type: none"> <li>Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points.</li> </ul>	<b>Yes</b>	Risk Assessment to be reviewed weekly with Trust Operations Manager. Touchpoint template has been received from Operations Manager	
Parents/carers, pupils and visitors	<ul style="list-style-type: none"> <li>The relevant control measures from this risk assessment are communicated to parents, carers, pupils and visitors.</li> </ul>	<b>Yes</b>	Completed-key updated messages delivered to staff on Monday 9 <sup>th</sup> Nov 2020. Key messages shared with pupils during first day back meetings with class tutor.	
	<ul style="list-style-type: none"> <li>Where possible, for example with older children with less complex needs who are able to self-regulate their behaviours without distress, children and young people should also be supported to maintain distance and not touch staff and their peers. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some settings where space does not allow.</li> <li>Settings doing this where they can, and even doing this some of the time will help.</li> </ul>	<b>Yes</b>	At Westbury, all pupils have EHCPlans and desks in classrooms are 1M+ distanced as part of our normal classroom layout. Pupils risk assessments will be updated accordingly.  Visitors encouraged to wear face coverings-signage in place. Pupils and staff encouraged to wear face coverings.	L

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	<ul style="list-style-type: none"> <li>Signage is installed wherever necessary as a reminder.</li> <li>If possible, a pdf version of this completed risk assessment published on the school's website to provide transparency of approach to parents, carers and pupils. (Do not include names where any personal details are recorded).</li> </ul>	Yes	Will be uploaded to the Academy website.	
Employer	<ul style="list-style-type: none"> <li>This completed risk assessment is shared with the employer following sign off by the school's Governing Body.</li> </ul>	Yes	Shared	L
Trade Unions	<ul style="list-style-type: none"> <li>This completed risk assessment is shared with the recognised Trade Unions following sign off by the school's Governing Body. (Do not include names where any personal details are recorded).</li> </ul>	Yes	Shared	L
<b>Contracting / transmitting Covid-19</b>				
Preventing symptomatic persons attending school	<ul style="list-style-type: none"> <li>Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus:                             <ul style="list-style-type: none"> <li>a new, continuous cough</li> <li>or a high temperature</li> <li>or has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> </li> </ul> <p><a href="#">PHE Campaign posters are available here.</a></p>		<ul style="list-style-type: none"> <li>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow '<u>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>', which sets out that they must self-isolate for at least 10 days and should <u>arrange to have a test</u> to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</li> <li>Unwell staff member goes to well ventilated medical room and remains behind a closed door. Member of SLT</li> </ul>	L

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			<p>notified. SLT member wears PPE to conduct initial assessment.</p> <ul style="list-style-type: none"> <li>• Pupil unwell informs class teacher who informs member of SLT. Pupil goes to well ventilated medical room and remains behind a closed door. SLT member wears PPE to conduct initial assessment.</li> <li>• If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li>• PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained</li> <li>• If one pupil falls ill, the guidance does not state that whole year groups will necessarily have to isolate if one case of coronavirus is reported. Instead, schools should refer to their local health protection team to decide what to do on a case-by-case basis. The health protection team will then carry out a rapid risk assessment and provide definitive advice on who must be sent home.</li> </ul>	

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	<ul style="list-style-type: none"> <li>For noting: In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Schools to issue home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested".</li> <li>It is a requirement that people who are ill stay at home</li> <li>The Academy will ask parents and staff to inform them immediately of the results of a test:</li> </ul> <p>Protocol shared with Senior Leaders and necessary staff-eg office.</p>	
Reducing the number of persons on site	<ul style="list-style-type: none"> <li>Following the reduction in the prevalence of coronavirus and relaxation of shielding measures from 1 August most staff are expected to attend school. It remains the case that wider government policy advises those who can work from home to do so. This will not be applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders have considered what is feasible and appropriate.</li> </ul>	Yes	<p>All staff who have returned from shielding (ECV) have been risk assessed.</p> <p>5<sup>th</sup> November Guidance: ECV staff informed to review the list of conditions for CEV to determine whether they fall in that category. If they do, ECV staff member should receive a letter from the NHS and if not then ECV staff informed to contact consultant or GP for specific advice. X1 office staff member who is pregnant working from home.</p>	L

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	<ul style="list-style-type: none"> <li>Contractors undertaking statutory testing and emergency and routine repairs are permitted on site. They are advised to arrange visits outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times. The number and duration of face to face contacts with adults is limited as far as possible (e.g. 15 minutes). 2 metre social distancing protocols are followed.</li> <li>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Specialists, therapists, clinicians and other support staff for pupils provide interventions as usual. They</li> </ul>	<p>Yes</p> <p>Yes</p>	<p>Clinically vulnerable staff- are able to remain at work but must be vigilant –</p> <ul style="list-style-type: none"> <li>•should be especially careful to follow the rules and minimise your contacts with others</li> <li>•should continue to wash your hands carefully and more frequently than usual and maintain thorough cleaning of frequently touched areas in your home and/or workspace</li> </ul> <p>Children who are ECV (2 pupils)-parents advised to speak to GP</p> <p>Visitor guidelines shared with contractors upon arrival by office staff. Hand sanitiser station in reception on entry to school. 1 visitor/delivery person or one household to enter school reception at any one time. Parents/carers to drop off and pick up pupils from the car park. All visits to the building will be agreed by prior arrangement and only enter the site if they sign that they do not have symptoms and have not been in contact with anyone with symptoms in the last 14 days. Signing in book with declaration in place. Signage in place at entrance doors. Contractors encouraged to wear face coverings-signage in place and premises team informed.</p>	

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	<p>ensure they minimise contact and maintain as much distance as possible from other staff. Where visits can happen outside of school or college hours, they should.</p> <p>To minimise the numbers of temporary staff entering the setting's premises, and secure best value, the school has considered using longer assignments with supply teachers and agree a minimum number of hours across the academic year.</p>			
	<ul style="list-style-type: none"> <li>The School's coronavirus safety principles are communicated to essential visitors such as contractors, other non-school based services, external coaches, clubs and organisations for curricular and extra-curricular activities prior to any proposed visit.</li> </ul> <p>A dialogue is undertaken where necessary between the school and visitors regarding the schedule of the visit including the rooms to be visited and any points of discussion around social distancing and hygiene.</p>	<b>Yes</b>	Visitor guidelines (poster) displayed in reception and visitors signposted to guidance by office staff.	
	<ul style="list-style-type: none"> <li>Parents/carers are informed that if their child needs to be accompanied to the school, only one parent/carer should attend if possible.</li> </ul>	<b>Yes</b>	Class tutors brief parents/carers in class-tutor meetings that recently took place during the first week back.	
	<ul style="list-style-type: none"> <li>Conversations with parent/carers are held on the telephone wherever possible. Parents/carers are informed not to enter the school building unless they have a pre-arranged appointment. The 2-metre social distancing rule applies to these meetings and kept as short as possible (e.g. 15 minutes).</li> </ul>	<b>Yes</b>	Staff informed that meetings with parents/carers to be no longer than 15 minutes and parents/carers invited by appointment only.	
	<ul style="list-style-type: none"> <li>Non-essential visitors are asked remain away from site. In determining whether the visitor is essential consider whether the meeting can be undertaken remotely, whether there are any other health and safety, financial or other significant implications of not undertaking the visit.</li> </ul>	<b>Yes</b>	Communication remotely as necessary	
	<ul style="list-style-type: none"> <li>Governor meetings held virtually if possible. Any Governor meetings held in school are undertaken following social distancing protocols.</li> </ul> <p>Governor monitoring visits are undertaken virtually if possible.</p>	<b>Yes</b>	Social distancing guidelines adhered to.	

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	<ul style="list-style-type: none"> <li>If planning an indoor or outdoor face-to-face performance in front of a live audience, the schools follows the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance the school gives particular consideration to the guidance on delivering outdoor events.</li> </ul>	<b>Yes</b>	EVOLVE Guidance being followed for off site visits <i>travelling to deliver and access education is still permitted</i> <i>Travel by minibus in bubble-Key Stage 2 only on Fri pm-staff and pupils encouraged to wear face coverings</i> First Aid Kits contain covid items	
Persons at higher risk of becoming seriously ill	<ul style="list-style-type: none"> <li>Staff and pupils in the “clinically extremely vulnerable” categories have been identified.                              Note that research is being undertaken by PHE following reports that deaths among black, Asian and minority ethnic (BAME) groups are disproportionately high.                              A report by Public Health England found that other things might also mean persons are more likely to get seriously ill from coronavirus. These include:                             <ul style="list-style-type: none"> <li>age – the risk increases as you get older</li> <li>being a man</li> <li>where in the country you live – the risk is higher in poorer areas</li> <li>being born outside of the UK or Ireland</li> </ul> </li> </ul>	<b>Yes</b>	Pupils who are considered to be in clinically vulnerable and extremely clinically vulnerable groups have been identified including those who live with someone in both groups.  Staff clinically vulnerable and clinically extremely vulnerable have been identified including those who live with someone in both groups.  From 1 <sup>st</sup> August, in line with government guidelines, all staff previously shielding will be expected to resume duties in school. All staff have returned to school.  Children clinically extremely vulnerable can return if they are eligible and in line with their peers. Risk assessments will take place in line with government guidance.  Individual staff RA’s have been completed for those staff identified as CV.  Where BAME staff have concerns regarding risks to their health they are able to discuss this with their Line Manager who may agree suitable adjustments. As SLT, we have informed those BAME staff who self-identify as	L

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	<ul style="list-style-type: none"> <li>Guidance is strictly followed for “clinically extremely vulnerable” groups of <b>staff</b>: They can return to work from 1 August as long as they maintain social distancing. School leaders are flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. Individual risk assessments have been completed which detail</li> </ul>	Yes	<p>feeling at risk, and this would include BAME and people with disabilities, could be assessed using the RA for CEV staff returning as a guideline. We currently have 1 staff member that is pregnant-a risk assessment has been completed and shared with the staff member. Routine reviews will take place.</p> <p>Guidance for the clinically vulnerable and clinically extremely vulnerable groups of pupils has been adhered to.</p> <p>Guidance for the clinically vulnerable and clinically extremely vulnerable groups of staff has been adhered to.</p> <p>Individual risk assessments are completed and in place for staff members in the clinically vulnerable groups and where staff are living with those in the extremely clinically vulnerable group. They will be reviewed in October.</p> <p>Staff returning that fall outside of clinically vulnerable are liaised with and an agreed solution is found.</p> <p>Risk assessments in place. CEV staff have returned though x1 staff member is working from home.</p>	

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	<p>these control measures.</p> <ul style="list-style-type: none"> <li>Guidance is strictly followed for “clinically extremely vulnerable” groups of <b>pupils</b>. The following information has been shared with parents/carers of children who are currently in the clinically extremely vulnerable category: “Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). More advice is available from the <a href="#">Royal College of Paediatrics and Child Health</a>.” Individual risk assessments have been completed where necessary.</li> <li>Staff in the clinically vulnerable and BAME categories have been individually reminded to observe social distancing where possible and the aide memoir is used when requested.</li> </ul>	<p><b>Yes</b></p> <p><b>Yes</b></p>	<p>All risk assessments have been completed.</p> <p>Yes-reminders as part of full Sept 1<sup>st</sup> Re-opening guidance to staff.</p>	
School Visits	<ul style="list-style-type: none"> <li>Domestic (UK) overnight and overseas educational visits are not organised. Non-overnight domestic educational visits are undertaken in line with protective measures, such as keeping children within their consistent group, and the coronavirus secure measures in place at the destination.</li> <li>External sport facilities can also be used in line with <a href="#">government guidance</a> for the use of, and travel to and from, those facilities.</li> </ul>	<p><b>Yes</b></p> <p><b>Yes</b></p>	<p><i>travelling to deliver and access education is still permitted</i> Currently KS2 site visit takes place Fridays in bubble and covid secure EVOLVE risk assessments are quality assured by Andrew Smith- Outdoor Activities Service Manager and Educational Visits Adviser Sport, Outdoor Learning, Life Skills, Adventure and Risk Management (SOLAR) Nottingham City Council</p> <p>Swimming for Primary bubbles will not take place during the National Lockdown 2- government guidance. Await further guidance for re-opening of swimming pools. KS2 Friday pm to skate park will continue to</p>	

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			take place-site risk assessment uploaded to EVOLVE website -clearance has been sought (agreed) from Andrew Smith-Local Authority- <i>travelling to deliver and access education is still permitted</i> Currently KS2 site visit takes place Fridays in bubble and covid secure EVOLVE risk assessments are quality assured by Andrew Smith- Outdoor Activities Service Manager and Educational Visits Adviser Sport, Outdoor Learning, Life Skills, Adventure and Risk Management (SOLAR) Nottingham City Council	
Undertaking CPR	<ul style="list-style-type: none"> <li>The following information has been shared with school first aiders:  <a href="https://www.resus.org.uk/press-releases/2020/04/2020-04-20-resuscitation-council-uk-statement-on-covid-19-in-relation-to-cpr-and-resuscitation-in-first-aid-and-community-settings">Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings</a>  <a href="https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm">www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm</a> </li> </ul>	<b>Yes</b>	Information shared with First Aiders-2 defibrilators on site.	L
Persons becoming symptomatic whilst in school	<ul style="list-style-type: none"> <li>If anyone in the school becomes unwell with:                             <ul style="list-style-type: none"> <li>a new, continuous cough</li> <li><b>or</b> a high temperature</li> <li><b>or</b> has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> </li> <li>they must:                             <ul style="list-style-type: none"> <li>be sent home and advised to follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus.</li> </ul> </li> </ul> <p>Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had</p>	<b>Yes</b>	Locations where pupils could be isolated:  Locations where pupils could be isolated: Medical Room in place as a sterile venue.  There is a staff toilet located nearby the (medical room) which will be at that point in sole use for the isolated person. This procedure has been communicated to all staff ahead of full re-opening.  For staff the same procedure will apply.	L

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	symptoms.		<p>In the scenario of both adult and child being symptomatic and awaiting pick-up, the adult will be isolated within one of the vacant classrooms. Staff member monitors.</p> <p>Where a member of staff has helped someone with symptoms, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive</p> <p>Staff are aware of handwashing protocols after any contact with someone who is unwell.</p> <p>Cleaning of the affected area with normal household disinfectant will be undertaken after someone with symptoms has left.</p> <p>Sink for washing is available in the withdrawal room, PPE will be stored in each Key Stage and all incidences are reported to an SLT member in order for procedures to be responded to.</p> <p>If a child, young person or other learner becomes unwell with symptoms whilst in the Academy and needs direct personal care until they can return home, a fluid-resistant 3-layer surgical face mask is to be worn by the supervising adult if a distance of 2 metres cannot be maintained.</p> <p>If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical</p>	

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	<ul style="list-style-type: none"> <li>• PPE is available in the event that someone becomes symptomatic on site and if a distance of 2 metres cannot be maintained:                             <ul style="list-style-type: none"> <li>○ a <b>face mask</b></li> <li>○ <b>disposable gloves</b> and an <b>apron</b> if contact is necessary</li> <li>○ <b>eye protection</b> if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting.</li> </ul> </li> <li>• If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</li> </ul>	<p>Yes</p> <p>Yes</p>	<p>face mask is to be worn by the supervising adult.</p> <p>If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p> <p>Cleaning the affected area will take place immediately as cleaners on site daily. Area to be cordoned off to all staff and pupils.</p> <p>PPE available to all staff and pupils. At Westbury, we continue to provide the 3-layer face masks and gloves for staff who are encouraged to wear them.</p> <p>All supplies ordered and stocked. Supplies in classrooms are checked on a daily basis and overall stock checked every Monday by the site caretaker.</p> <p>Training and instruction will be provided in accordance with Government guidance: <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a></p> <p>Posters will also be displayed to remind staff concerned.</p> <p>Follow National Guidance.</p>	

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	<p>Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <ul style="list-style-type: none"> <li>Records of persons with symptoms consistent with coronavirus are kept (ref: tracker).</li> </ul>			
Test and Trace	<ul style="list-style-type: none"> <li>The <a href="#">latest NHS/PHE test and trace information</a> has been shared with staff and parents. In particular, parents are encouraged to get tests for their children if they develop symptoms. <a href="#">Posters are available here</a>.</li> </ul>	Yes	Records held by office staff.	
	<ul style="list-style-type: none"> <li>Staff and parent telephone numbers are checked for accuracy.</li> </ul>	Yes	Updated during first week back for pupils.	
	<ul style="list-style-type: none"> <li>The school understands the purpose of the school’s own home test kits, has decided who makes the decision to offer the kit when they have a stock and by what criteria: “You should only offer a home test kit to individuals who have developed symptoms while at school (or to their parent or carer if it is a pupil) in the exceptional circumstance that you believe they may have barriers to accessing a test elsewhere, and that giving them a home test kit directly will therefore significantly increase the likelihood of them getting tested.” Note that to book a test at a centre they will need their own transport (or walk). To book either a test at a centre or to request a home test kit access to the internet and mobile phone is required, or by telephoning NHS on 119.</li> </ul>	Yes	SLT oversight of home testing kits.	
	<ul style="list-style-type: none"> <li>Swift action is taken when you become aware that someone who has attended school has tested positive for coronavirus by contacting PHE East Midlands Health Protection: 0344 2254 524 The School’s employer (LA or Trust) should also be contacted. (See symptom summary chart).</li> </ul>	Yes	Guidance followed as necessary: Confirmed positive Covid 19 cases reported as follows: Step 1: DFE Helpline contacted: 08000468687 Step 2: PHE East Midlands Health Protection Team contacted quoting Academy enquiry number: 894291 Step 3: Trust and Local Authority informed- follow guidance	

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	<ul style="list-style-type: none"> <li>Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers.</li> </ul>	<b>Yes</b>	Sign in sheet in the reception.	
	<ul style="list-style-type: none"> <li>Ongoing records are kept of:                             <ul style="list-style-type: none"> <li>The names of pupils in the bubbles and members of staff who have accessed them.</li> <li>Any close contact that takes places between children and staff in different bubbles.</li> </ul>                             These details may be required at short notice outside the regular school day to enable the school to inform individuals to immediately self-isolate.                         </li> </ul>	<b>Yes</b>	Bubbles in place by Key Stage and Year Groups.	
	<ul style="list-style-type: none"> <li>For noting: In the event that a pupil or member of staff reports symptoms, the rest of the bubble can continue to attend school awaiting the result of the test (apart from any siblings who are in, or not in, the same bubble who must also self-isolate with the rest of their household).</li> </ul>	<b>Yes</b>	Guidance followed	
Hygiene – General	<ul style="list-style-type: none"> <li>Correct handwashing and good hygiene are followed by staff, pupils, visitors and contractors. Pupils wash their hands at the designated times during the day and after certain activities:                             <ul style="list-style-type: none"> <li>On arrival at school</li> <li>After breaks and sport activities</li> <li>Early Years: after using wheeled bikes, trikes and other large, movable toys</li> <li>Before cooking and eating</li> <li>After sneezing or coughing</li> <li>After using the toilet</li> <li>Before leaving home</li> </ul>                             Note: Electric hand dryers may be used in schools                         </li> </ul>	<b>Yes</b>	All children will wash hand on entry and before and after lunch. They will wash when moving to a new area in the school and/or a new activity and equipment. <ul style="list-style-type: none"> <li>Routine daily reminders and behaviour expectations issued to pupils by staff. Routines followed as per guidance posters March to July.</li> <li>School has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly</li> <li>Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs to continue to be helped to clean their hands properly.</li> </ul>	L

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			<p>Skin friendly skin cleaning wipes can be used as an alternative</p> <p>Staff and pupils are encouraged to wear face coverings in communal areas outside the classroom. Shared with all staff and pupils by the Principal.</p> <ul style="list-style-type: none"> <li>• Visitors encouraged to wear face coverings.</li> </ul>	
	<ul style="list-style-type: none"> <li>• A process is in place for removing face coverings when pupils and staff who use them arrive at school. Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> </ul>	<b>Yes</b>	Information shared with staff and by staff to pupils.	
	<ul style="list-style-type: none"> <li>• For noting: School uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> </ul>	<b>Yes</b>	Staff informed prior to meeting with parent/carers/pupil meetings week commencing 31 <sup>st</sup> August 2020.	
	<ul style="list-style-type: none"> <li>• <a href="#">Posters</a> are displayed in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets and reminders given to pupils. Particular pupil groups are encouraged where possible not to touch their faces or to put objects in their mouths.</li> </ul>	<b>Yes</b>	Routines revisited with children each morning. Staff routinely remind pupils. Gentle discouragement and positive reinforcement to support learning new behaviours. National Guidance posters in place.	
	<ul style="list-style-type: none"> <li>• Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical.</li> </ul>	<b>Yes</b>	All supplies ordered and stocked. Supplies in classrooms are checked on a daily basis and overall stock checked every Monday by the site caretaker.	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p>Identified children are supervised with their use of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes are used as an alternative.</p>			
	<ul style="list-style-type: none"> <li>• Arrangements for dealing with bodily fluids are in place. The risk assessment has been completed and appropriate disposal procedures are in place.</li> </ul>	<p><b>Yes</b></p>	<p>May consider protective arm sleeves for biters (cut resistant sleeves). Fluid resistant (surgical masks) to be ordered approx. 5 per school.</p> <p>In the event of a pupil sneezing on a member of staff or pupil, pupil and/or staff to change clothing and place in a bag. PPE provided to clean pupil if necessary.</p> <p>Wearing mask is personal choice for both staff and children. School have supplies available.</p>	
	<ul style="list-style-type: none"> <li>• The best choice of bins for used tissues is a lidded bin with a pedal as you will not need to physically touch the bin lid and the tissues will be safely stored.</li> </ul> <p>Lidded swing top type bins will require the person disposing of the tissue to touch the lid, potentially contaminating it. Although that person disposing the tissue should wash their hands afterwards, the next person to use the bin who is disposing general waste may not wash their hands afterwards and potentially contaminate their hands. Therefore if these are used then they should be only for the disposal of tissues and labelled as such perhaps with a reminder to wash their hands afterwards.</p> <p>Bins without lids shouldn't be used for tissues but can be used for general waste and/or paper towels used to dry hands after washing them.</p> <p>Site staff / cleaners wash their hands after emptying the bins.</p>	<p><b>Yes</b></p>	<p>Lidded and double lined bins in each room being used. Cleaned and emptied daily.</p> <p>Site cleaners following guidelines.</p>	
	<ul style="list-style-type: none"> <li>• Schools that have <b>not</b> had a lengthy closure: A full deep clean of the premises should not be necessary unless it</li> </ul>	<p><b>Low</b></p>	<p>Building has been thoroughly cleaned daily. Under-utilised rooms have all been cleaned daily to ensure readiness on a day by day</p>	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	has been required by Public Health England. However, all touch surfaces should be given priority for cleaning, as should have been the case during the partial opening.		basis	
	<ul style="list-style-type: none"> <li>Sufficient ongoing enhanced cleaning in areas occupied by staff and pupils. (Areas that have not been not occupied and secured prior to the reopening fully do not need cleaning for infection control purposes).</li> </ul> <p>A list of touch points and surfaces that will receive regular cleaning has been created. These will include door handles, WC flush handles, WC vanity surfaces, taps, push plates, dining tables, door and gate entry systems, photocopier control panels, banisters, chairs, light switches.</p> <p>Frequently touched surfaces and touch points are cleaned using sanitizing chemicals.</p> <p>The frequency of necessary cleaning has been identified. More frequent cleaning is required of rooms / shared areas that are used by different groups.</p> <p>Note: By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings (including schools) to advise on general cleaning.</p>	<b>Low</b>	<p>Cleaners (assigned to designated site buildings) are cleaning throughout the day with instructions to focus on target areas such as frequently touched surfaces, touchpoints and toilets. Deep cleans of used spaces will take place daily.</p> <p>Staff have access to appropriate PPE and have been trained and instructed in usage.</p> <p>Staff are working under the direction of Chris Birchall to ensure the risk assessments are being undertaken.</p>	
	<ul style="list-style-type: none"> <li>Wherever possible contactless payments are accepted on site rather than cash. In the event that this isn't possible, office staff should wash or sanitise their hands immediately after handling any coins.</li> </ul>	<b>N/A</b>		
Hygiene – Classroom group bubble	<ul style="list-style-type: none"> <li>Soft furnishings, soft toys and toys that are hard or impossible to clean (such as play dough or those with intricate parts) have been removed from use in rooms which more than one bubble group uses.</li> </ul>	<b>Yes</b>	All furnishings and toys remain in Key Stage Year Group Bubbles.	L
	<ul style="list-style-type: none"> <li>Unnecessary items are removed from classrooms and other learning environments where there is space to store it elsewhere as this reduces the amount of cleaning required.</li> </ul>	<b>Yes</b>	All classrooms have been decluttered and unnecessary items stored away.	
	<ul style="list-style-type: none"> <li>Teaching staff may wish to clean articles or areas within the</li> </ul>	<b>Yes</b>	Sanitising wipes placed in each classroom	

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	<p>classroom during the school day e.g. books after being touched by pupils, touch points within their class, e.g. in the event a pupil has dropped a used tissue on a table:</p> <p>It is safest that teaching staff use sanitising wipes for this purpose. If other cleaning chemicals are used then additional COSHH risk assessments, training and PPE may be required. These chemicals should be purchased in the dilution ready for use, kept in the original bottles and stored securely within the classroom.</p>		<p>being used.</p> <p>Staff have access to appropriate PPE and have been trained and instructed in usage.</p>	
	<ul style="list-style-type: none"> <li>Teachers wash or sanitise their hands before and after handling pupils' books.</li> </ul>	Yes	All staff briefed and staff to take responsibility for their own hand hygiene.	
	<ul style="list-style-type: none"> <li>Activities are avoided which involve passing items around a class where it does not contribute to pupil education and development. The sharing of books, other resources and equipment is avoided where possible.</li> <li>Staff and pupils have their own pencils and pens, which are not shared. Consider labelling items with pupils' names.</li> </ul>	Yes	Minimal equipment passed around in the class. Pupils have own labelled equipment.	
	<ul style="list-style-type: none"> <li>Shared materials such as books and games and surfaces are cleaned and sanitised more frequently. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities are washed before and after use.</li> </ul>	Yes	Cleaners on site daily, one cleaner for each Key Stage.	
	<ul style="list-style-type: none"> <li>Resources that are shared <b>between</b> bubbles, such as sports, art and science equipment are cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> </ul>	Yes	<p>Cleaners on site in both buildings cleaning surfaces and equipment throughout the day.</p> <ul style="list-style-type: none"> <li>Bubbles continue to be allocated their own toilet blocks, toilets cleaned regularly and quality assurance checklist in place by site cleaners signposted in toilets. Pupils must be encouraged to clean their hands thoroughly after using the toilet.</li> <li>Classroom based resources, such as books and games used and shared within the bubble are cleaned regularly, along with all frequently touched surfaces.</li> </ul>	

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			<ul style="list-style-type: none"> <li>Resources that are shared between classes or bubbles, such as sports, art and science equipment are cleaned frequently or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>Sports/arts/science-will have bespoke labelled Key Stage Equipment</li> <li>Staff and pupils have their own items that are not shared.</li> <li>Outdoor playground equipment cleaned frequently.</li> </ul>	
	<ul style="list-style-type: none"> <li>Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</li> </ul>	<b>Yes</b>	<ul style="list-style-type: none"> <li>The amount of equipment pupils bring into school each day is limited to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</li> </ul>	
	<ul style="list-style-type: none"> <li>The amount of shared resources that are taken home are limited.</li> </ul>	<b>Yes</b>	Pupils take home limited equipment they attend with.	
	<ul style="list-style-type: none"> <li>Ensure that reusable drinking cups are not shared between pupils. Consider replacing reusable drinking cups with disposable cups.</li> </ul>	<b>Yes</b>	Disposable cups only used and drink stations.	

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	<ul style="list-style-type: none"> <li>• <a href="#">Guidance</a> is followed with any proposed singing in schools.</li> <li>• Children and staff are encouraged to flush toilets with the lid down to avoid the possibility of an aerosol. Where there are toilets without lids in nurseries a temporary cover is placed over the toilet when <b>staff</b> have to flush nursery toilets.</li> </ul>	Yes	No pupil currently receives singing lessons.	
PPE ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>• Adequate necessary Personal Protective Equipment (PPE) is available for cleaning tasks, personal care, first aid and certain medical procedures.</li> <li>• Training and instruction have been provided for the putting on, removing and disposal of PPE.</li> <li>• Risk assessments in place for medical procedures have been reviewed in light of the pandemic (contact the medical professional who created or assisted with the creation of the risk assessment) and in particular noting whether any additional PPE is necessary.</li> <li>• Aerosol generating procedures (AGPs): Within education settings these are only undertaken for a very small number of children with complex medical needs, such as those receiving tracheostomy care. Staff performing AGPs in these settings follow Public Health England’s personal protective equipment (PPE) guidance on aerosol generating procedures, and wear the correct PPE which is:</li> </ul>	Yes	<p>All supplies ordered and stocked. Supplies in classrooms are checked on a daily basis and overall stock checked every Monday by the site caretaker.</p> <p>Training and instruction will be provided in accordance with Government guidance: <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a></p> <p>Posters will also be displayed to remind staff concerned.</p> <p>Non-fire doors kept open to avoid excessive touching of door handles.</p>	L

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	<ul style="list-style-type: none"> <li>○ a FFP2/3 respirator</li> <li>○ gloves</li> <li>○ a long-sleeved fluid repellent gown</li> <li>○ eye protection</li> </ul>			
<p>Face coverings in school</p> <p>(Face coverings are instead largely intended to protect others, not the wearer, against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of virus that causes coronavirus infection)</p>	<ul style="list-style-type: none"> <li>• The Head Teacher has made the policy decision whether to recommend the wearing of face coverings for Key stage 3 and 4 pupils, staff or visitors in communal areas outside the classroom where the layout of the schools makes it difficult to maintain social distancing when staff and pupils are moving around the premises, for example, corridors and staffrooms. Note that some individuals are exempt from wearing face coverings. (Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided).</li> </ul>	<b>Yes</b>	<p>Staff and pupils are encouraged to wear face coverings in communal areas outside the classroom. Shared with all staff and pupils by the Principal.</p> <p>Visitors encouraged to wear face coverings.</p>	L
	<ul style="list-style-type: none"> <li>• In the event that the Head Teacher recommends face coverings in circumstances identified above and where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, a small contingency supply available to meet such needs.</li> </ul>	<b>Yes</b>	<p>Staff and pupils are encouraged to wear face coverings in communal areas outside the classroom. Shared with all staff and pupils by the Principal.</p> <p>Visitors encouraged to wear face coverings.</p>	L
	<ul style="list-style-type: none"> <li>• Instructions are displayed / provided for wearers of face coverings of the correct way– available as a <a href="#">list here</a> and an <a href="#">infographic here</a>.</li> </ul>	<b>Yes</b>	Share with pupils and staff	
<p>Reducing number of touchpoints</p>	<ul style="list-style-type: none"> <li>• Touchpoints are reduced by propping open non-fire doors. Fire doors can only be held open throughout the school day with dedicated automatic closing devices.</li> </ul>	<b>Yes</b>	Non-open fire doors kept open.	
	<ul style="list-style-type: none"> <li>• Only use touch screen signing in systems if it can be ensured that only the bar code reader is used or hands are sanitised straight afterward after touching and the screens are cleaned on a regular basis at appropriate times.</li> </ul>	<b>Yes</b>	Sanitiser station adjacent screen.	L

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	<ul style="list-style-type: none"> <li>Consider whether drinking fountains need to be taken out of action.</li> </ul>	<b>Yes</b>	In place with disposable cups.	
Site to site visits	<ul style="list-style-type: none"> <li>Staff who travel from school to another site during work hours for work purposes (i.e. not the commute) on public transport have been provided surgical face masks or the following information: <a href="https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering">https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering</a></li> </ul>	<b>Yes</b>	In place.	L
<b>Contracting / transmitting Covid-19 – including the “Bubble” Model</b>				
Parents and pupils travelling to school	<ul style="list-style-type: none"> <li>Parents/carers and pupils are encouraged to walk or cycle to the school where possible.</li> </ul>	<b>Yes</b>	A minority of pupils cycle/walk. Signage in place on bike shed-x1 pupil t enter at a time.	L
	<ul style="list-style-type: none"> <li>The school has considered how pupils arrive at school, and how to reduce any unnecessary travel on coaches, buses or public transport where possible. Consider staggered start times to enable more public transport journeys to take place outside of peak hours. Discussions are had with parents around their possible use of their own vehicle to transport their child.</li> </ul>	<b>Yes</b>	Pupils transported in taxis organised so they are dropped off, picked up and transported daily in bubbles.	
	<ul style="list-style-type: none"> <li>The school has worked with Transport Services to establish safety measures. A range of measures is used for dedicated school transport services:                             <ul style="list-style-type: none"> <li>Where possible transport bubbles reflect the bubbles that are adopted with school.</li> <li>Hand sanitiser is used upon boarding and/or disembarking.</li> <li>Additional cleaning of vehicles is undertaken.</li> <li>Organised queuing and boarding is in place where possible.</li> <li>Distancing within vehicles is in place wherever possible.</li> <li>The use of face coverings for children over the age of 11, where appropriate - for example if they are likely to come into very close contact with people outside of their group or who they do not normally meet.</li> </ul> </li> </ul>	<b>Yes</b>	Drop off-supervised by staff duty rotas. Pupils remain in taxis until the signal is given by duty staff for the start of the day. End of of the day pick up-staff in bubbles escort pupils to taxis and supervise by bubble following one-way system until transport has departed the site.  Attendance and Community Officer currently transporting one pupil to and from school-pupil and staff member encouraged to wear face coverings.	

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	<ul style="list-style-type: none"> <li>○ Identify where it might be necessary to provide additional dedicated school transport services.</li> <li>● Families using public transport are referred to the safer travel guidance for passengers: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></li> </ul>	<b>Yes</b>	Family follow guidance issued.	
Organising the school day	<ul style="list-style-type: none"> <li>● Drop-off and collection times are staggered but these should not reduce the amount of overall teaching time. Specific arrangements are determined where parents/carers have children in different year groups.</li> <li>● Parents/carers' drop-off and pick-up protocols that minimise adult to adult contact are in place. Parents/carers are instructed not to congregate in groups on, or directly outside the school premises.</li> <li>● Break times including lunch are staggered so that all pupils are not moving around the school at the same time.</li> </ul>	<b>Yes</b>	<p>Pupils transported in taxis organised so they are dropped off, picked up and transported daily in bubbles.</p> <p>Drop off-supervised by staff duty rotas. Pupils remain in taxis until the signal is given by duty staff for the start of the day. End of of the day pick up-staff in bubbles escort pupils to taxis and supervise by bubble following one-way system until transport has departed the site.</p> <p>Daily briefings in bubbles and via Microsoft Teams After school staff meetings through Microsoft Teams where appropriate.</p>	L
		<b>Yes</b>	Only a very small number of parents/carers drop off their child.	
		<b>Yes</b>	Breaks in zones in the school. Pupils remain in bubbles. One-way system remains in place to avoid congregation on corridors. Lunchtimes staggered by Key Stage.	
Foyer / Reception	<ul style="list-style-type: none"> <li>● Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional signage.</li> <li>● Consider marking the floor of the foyer with tape at 2 metre intervals, and in doing so identify how many individuals (or pairs of individuals from the same household) can safely be present in the</li> </ul>	<b>Yes</b>	In place.	
		<b>Yes</b>	In place.	L

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	foyer at any one time. Instructional signage is displayed. Office staff to only allow this identified number into the foyer in at any one time – the front entrance door will need to be on the door entry control system if installed.			
	<ul style="list-style-type: none"> <li>Existing reception screens are kept in the closed position wherever possible. Floor markings are installed if screens are not in place and there is no other barrier preventing the visitor approaching 2 metres from the receptionist. (Note that 1 metre distance is acceptable where screens are fitted)</li> </ul>	<b>Yes</b>	In place.	
Office ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>Consider splitting administration staff with staff working from home on alternate days. For larger teams fixing these splits (cohorting), so that where contact is unavoidable, this happens between the same individuals.</li> </ul>	<b>Yes</b>	Work stations are socially distanced-only 2 staff working in the office at any one time.	
	<ul style="list-style-type: none"> <li>The office layout has been examined such that workstations that are usable at the same time (i.e. 2 metres apart) have been identified.                      If the proposed workstations are closer than 2 metres (but at least 1 metre) and the office activity needs to continue in this manner, all the following actions must be undertaken where possible to reduce the risk:                     <ul style="list-style-type: none"> <li>Further increasing the frequency of hand washing and surface cleaning.</li> <li>Keeping the activity time involved as short as possible.</li> <li>Using screens or barriers to separate people from each other.</li> <li>Using back-to-back or side-to-side working (rather than face to-face).</li> </ul> </li> </ul>	<b>Yes</b>	Work stations are socially distanced-only 2 staff working in the office at any one time.  Only 1 staff member to enter office at any ne time. Signage remains in place.	L
	<ul style="list-style-type: none"> <li>Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use.</li> </ul>	<b>Yes</b>	Spaces cleaned daily.	
Meeting rooms	<ul style="list-style-type: none"> <li>Remote working tools (Teams, Zoom, Meet) are used to avoid in-person meetings where possible.</li> </ul>	<b>Yes</b>	In Place.	L

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	<ul style="list-style-type: none"> <li>Only absolutely necessary participants physically attend meetings and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable).</li> </ul>	<b>Yes</b>	In Place.	
	<ul style="list-style-type: none"> <li>Pens, documents and other objects are not shared.</li> </ul>	<b>Yes</b>	Pupils and staff have own equipment.	
	<ul style="list-style-type: none"> <li>Hand sanitiser is provided in meeting rooms.</li> </ul>	<b>Yes</b>	In Place.	
	<ul style="list-style-type: none"> <li>Meetings are held outdoors or in well-ventilated rooms whenever possible.</li> </ul>	<b>Yes</b>	In place as appropriate.	
	<ul style="list-style-type: none"> <li>For areas where regular meetings take place, floor signage is used to help people maintain social distancing.</li> </ul>	<b>Yes</b>	Furniture socially distanced for interviews and meetings for example.	
Staff room	<ul style="list-style-type: none"> <li>Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Staff can continue to use the staff room if they apply social distancing measures:                             <ul style="list-style-type: none"> <li>Identify seating that can be used 2 metres apart. Back to back seating is preferred. Tape off other seating.</li> <li>Stagger staff breaktimes</li> <li>Instruct staff not to congregate at the kitchen area.</li> </ul> </li> </ul>	<b>Yes</b>	5 staff to enter the staff room at any one time. Furniture 1m+ distance. Poster on door as a reminder of rules.	L
	<ul style="list-style-type: none"> <li>Notices promoting hand hygiene and social distancing are visibly placed in the staff room.</li> </ul>	<b>Yes</b>	Posters in place.	
Corridors	<ul style="list-style-type: none"> <li>Movement around the school site is kept to a minimum.</li> </ul>	<b>Yes</b>	Pupils in bubbles. Limited staff movement between bubbles.	
	<ul style="list-style-type: none"> <li>Consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.</li> </ul>	<b>Yes</b>	Pupils in bubbles. Limited staff movement between bubbles.	L
Classrooms and pupil groups	<ul style="list-style-type: none"> <li>Small adaptations are made to the classroom to support distancing where possible. This include:                             <ul style="list-style-type: none"> <li>seating pupils side by side and facing forwards, rather than face to face or side on.</li> <li>moving unnecessary furniture out of classrooms to make more space if necessary.</li> </ul> </li> </ul>	<b>Yes</b>	Small year-group-sized bubbles across the school". All classes can accommodate all pupils in each class with 1 metre + distancing	L

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	<b>Where:</b> ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	<b>Residual Risk rating</b> High, medium, low
	<ul style="list-style-type: none"> <li>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.</li> </ul> <p>However, this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. It is recognised that pupils with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group. Pupils that are able should be encouraged to keep their distance within groups.</p> <p>As the average number of pupils or students attending a special school is much lower than the average number in a mainstream school, and this in itself, will help to limit the number of contacts for any individual.</p> <p>Educational and care support is provided for these children and young people as normal, with other increased hygiene protocols in place to minimise risk of transmission.</p>	<p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>Small year-group-sized bubbles across the school”. All classes can accommodate all pupils in each class with 1 metre + distancing</li> <li>Maintain limited staff movement-only specialist staff move classrooms.</li> <li>Classrooms have forward facing desks</li> <li>Staff needing to move between classes and year groups advised to keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.”</li> <li>Our pupil numbers comply with guidance on bubbles under 1m+ social distancing</li> <li>Bubble groups to be kept apart from other groups “where possible.”</li> <li>Pupils be supported to maintain distance and not touch staff and their peers where possible.</li> <li>Each bubble to be kept apart where possible and movement around the school site to be kept to a minimum.</li> <li>Teachers and other members of staff who operate across different classes and year groups in order to facilitate the delivery of the school timetable to maintain 2 metres distance from other adults and as much distance from pupils as possible. Staff to stay at the front of the class, and away from their colleagues where possible.</li> <li>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools.</li> </ul>	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the timetable and specialist provision but minimise the number of interactions or changes wherever possible.</li> </ul> <p>Staff who deliver interventions or care involving close contact across groups are particularly rigorous about hand washing and respiratory hygiene (catch it, bin it, kill it). (Additional PPE compared to what they would normally use for those interventions, is not recommended).</p> <p>Note: In the event that a member of staff develops coronavirus symptoms and tests positive then their close contacts across all these bubble groups may need to be sent home to self-isolate.</p>	Yes	<ul style="list-style-type: none"> <li>Aim is to keep to a bubble of supply staff if possible.</li> <li>See guidance on page 9 of this risk assessment for 'Persons becoming symptomatic whilst in school.'</li> </ul>	
	<ul style="list-style-type: none"> <li>The school assessed their circumstances and have looked to implement 'bubbles' of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists.</li> </ul> <p>It is recognised that forming bubbles could be particularly difficult in special settings, particularly given the need for staff to administer care support and provide therapies to the children and young people attending.</p>	Yes	At Westbury, all pupils have EHCPlans and desks in classrooms are 1M+ as part of our normal classroom layout for small cohort classes.	
	<ul style="list-style-type: none"> <li>The bubble groups (pupils) do not mix with other bubble groups throughout the school day as much as possible.</li> </ul>	Yes	The layout of the building supports this-separate buildings for each Key Stage bubble.	
	<ul style="list-style-type: none"> <li>Classrooms are accessed directly from outside where possible.</li> <li>Year 10 and Year 11 pupils will access Science laboratories adjacent KS3 bubble.</li> <li>Library in use for Key Stage 2 and Key Stage 3 bubbles. Timetabled to leave 72 hours between bubbles using the facility for library to be deep cleaned. Book shelves-rotate use to allow 48</li> </ul>	Yes	The layout of the building supports this-separate buildings for each Key Stage bubble.	

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	<p>hours before re-use. Signage in place.</p> <ul style="list-style-type: none"> <li>• Pupils occupy the same classroom throughout the school day where possible. Where different groups of pupils use the same classroom at different times, the area is cleaned adequately in between their occupancy.</li> <li>• Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary.</li> </ul>	<p><b>Yes</b></p> <p><b>Yes</b></p>	<p>Limited classroom movement. Frequent cleaning throughout the day.</p> <p>Not applicable.</p>	
Lunchtime arrangements	<ul style="list-style-type: none"> <li>• A range of measures are considered and implemented to reduce the risk of transmission and contamination:                             <ul style="list-style-type: none"> <li>○ Lunches are served and eaten within the bubble classroom</li> <li>○ Several lunch sittings are organised.</li> <li>○ The hall is zoned such that two or more groups may use it at the same time, with timings staggered so that different bubbles are not queuing whilst waiting to be served at the same time. Separate waste stations are provided. Social distancing between bubbles can be encouraged with the following measures: folding hall partition dividers, freestanding screens or floor markings. The ability of pupils to follow the social distancing rules has been taken into account within these measures.</li> <li>○ Midday Supervisors are allocated to the lowest number of consistent bubble groups.</li> <li>○ Note: as per the rest of the school day, social distancing is not required within the bubble group at lunch.</li> <li>○ Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory).</li> </ul> </li> </ul>	<p><b>Yes</b></p>	<p>Zone breaks and continue staggered lunches by key stage &amp; year group bubbles within.</p> <p>Pupils eat in classroom year group/Key Stage bubbles.</p>	<p>L</p>
Curriculum: KS 1 and KS2 Science and D&T	<ul style="list-style-type: none"> <li>• CLEAPSS guides are followed as necessary:                             <ul style="list-style-type: none"> <li>○ <a href="#">P110 Practical activities in a bubble</a></li> <li>○ <a href="#">P104 Managing hands-on activities in schools in locally locked down areas</a></li> <li>○ <a href="#">P112 Practical activities for children in locally locked down areas.</a></li> </ul> </li> </ul>	<p><b>Yes</b></p>	<p>Guidance followed.</p>	<p>L</p>
Curriculum: KS3 and	<ul style="list-style-type: none"> <li>• CLEAPSS guides are followed as necessary:</li> </ul>	<p><b>Yes</b></p>	<p>Guidance followed.</p>	<p>L</p>

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
KS4 Science	<ul style="list-style-type: none"> <li>○ <a href="#">GL343 - Guide to doing practical work during the COVID-19 pandemic - Science - Version 2.04 - 20/08/20</a></li> <li>○ <a href="#">GL336 - Advice for schools with only key worker pupils on site</a></li> <li>○ <a href="#">GL338 - Practical activities for pupils attending school during extended periods of closure</a></li> <li>○ <a href="#">GL339 - Practical activities for pupils at home during extended periods of school closure</a></li> <li>○ <a href="#">GL345 - Guidance for science departments returning to school after an extended period of closure</a></li> <li>○ <a href="#">GL352 - Guidance for practical work in non-lab environments</a></li> <li>○ <a href="#">GL353 - Guidance for schools where pupils spend all day in a lab</a></li> </ul>			
Curriculum: KS3 and KS4 D&T, food & art	<ul style="list-style-type: none"> <li>● CLEAPSS guides are followed as necessary:                             <ul style="list-style-type: none"> <li>○ <a href="#">GL344 Guide to doing practical work during the COVID-19 Pandemic; D&amp;T, food &amp; art, version 2.2, 24/08/20</a></li> <li>○ <a href="#">GL354 Managing Practical Work in non-specialist rooms</a></li> <li>○ <a href="#">GL348 practical DT activities for pupils at home</a></li> <li>○ <a href="#">GL347 returning to school after an extended period of closure</a></li> <li>○ <a href="#">GL355 Using workshops, food rooms and art studios for alternative activities</a></li> <li>○ <a href="#">GL356 Guidance for spending all day in a practical room</a></li> <li>○ <a href="#">GL360 Advice for schools with small numbers of pupils on site</a></li> </ul> </li> </ul>	<b>Yes</b>	Guidance disseminated to staff as appropriate	L
Curriculum: School Sport	<ul style="list-style-type: none"> <li>● Outdoor sports are prioritised where possible, and large indoor spaces used where it is not. Contact sports are avoided. The school only provides team sports on the list available at <a href="#">return to recreational team sport framework</a>. Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.</li> </ul>	<b>Yes</b>	In place throughout school continued opening since Covid guidelines introduced. Non-contact sports remain in place until otherwise stated.	L
	<ul style="list-style-type: none"> <li>● Distancing is maximised between pupils as much as possible during all activities.</li> </ul>	<b>Yes</b>	Sports curriculum tailored to suit distancing measures.	

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	<ul style="list-style-type: none"> <li>Pupils are kept within their bubble groups. Multiple bubble groups may use outdoor space at the same time providing they is a significant distance from each other at all times and equipment is not shared.</li> </ul>	<b>Yes</b>	Sports in bubbles only.	
	<ul style="list-style-type: none"> <li>Scrupulous attention is paid towards cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.</li> <li>Sports equipment thoroughly cleaned (or kept in quarantine for 72 hours) between each use by different individual groups.</li> </ul>	<b>Yes</b>	Cleaning of sports equipment daily.	
Curriculum: Music, dance and drama in school	<ul style="list-style-type: none"> <li>The school understands that singing, wind and brass instrument playing can be undertaken in line with DfE and other guidance but studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk.</li> </ul>	<b>N/A</b>	Not part of our current curriculum.	L
	<ul style="list-style-type: none"> <li>Particular care is taken in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</li> </ul>	<b>N/A</b>	Not on our current curriculum	
	<ul style="list-style-type: none"> <li>Any background or accompanying music is kept to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing.</li> </ul>	<b>N/A</b>	Not on our current curriculum	
	<ul style="list-style-type: none"> <li>Playing instruments and singing in groups take place outdoors wherever possible.</li> <li>If indoors, a room is used with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation.</li> </ul>	<b>N/A</b>	Not on our current curriculum.	
	<ul style="list-style-type: none"> <li>Singing, wind and brass playing do not take place in larger groups</li> </ul>	<b>N/A</b>	Not on our current curriculum	

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	<p>such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences*) and strict social distancing can be maintained. Teachers do not provide physical correction.</p> <p>In the smaller groups where these activities can take place, pupils are either:</p> <ul style="list-style-type: none"> <li>○ Positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Wind and brass players are positioned so that the air from their instrument does not blow into another player.</li> <li>○ Otherwise a 2 metre social distancing must be maintained.</li> </ul> <p>* This may be impossible to measure.</p>			
	<ul style="list-style-type: none"> <li>• Shared equipment is avoided wherever possible. Name labels on equipment have been considered to help identify the designated user. Handling of music scores, parts and scripts is limited to the individual using them. If instruments and equipment have to be shared, they are disinfected regularly. Increased handwashing is undertaken before and after handling equipment, especially if being used by more than one person.</li> </ul>	<b>N/A</b>	Not on our current curriculum	
	<ul style="list-style-type: none"> <li>• The number of suppliers when hiring instruments and equipment is limited. Hired equipment, tools or other equipment is cleaned on arrival and before first use.</li> </ul>	<b>N/A</b>	Equipment not hired at present in relation to curriculum-eg music.	
	<ul style="list-style-type: none"> <li>• <u>Music lessons in private homes:</u> If there is no viable alternative, they can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.</li> </ul>	<b>N/A</b>		
School hall	<ul style="list-style-type: none"> <li>• Large gatherings such as assemblies or collective worship with more than one bubble group are avoided.</li> </ul>	<b>Yes</b>	Assemblies will be re-introduced but as Key Stage Bubble assemblies	L
	<ul style="list-style-type: none"> <li>• Halls, dining areas and internal and external sports facilities for</li> </ul>	<b>Yes</b>	Designated spaces in bubbles.	

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	exercise may be used by single bubble groups with adequate cleaning between the groups.			
Pupil toilets	<ul style="list-style-type: none"> <li>Wherever possible, individual groups of pupils (the bubble) are allocated their own toilets. This ideally would be their own toilet block. Alternatively, a set of cubicles and sinks could be divided into two where two classrooms share a single block and signage displayed (consider maturity of pupils in following these rules). However, different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</li> </ul>	<b>Yes</b>	Toilets in every classroom in new build-one in one out. Toilets in old building-signage-one in one out.	L
Playground and school field	<ul style="list-style-type: none"> <li>The school makes use of outdoor spaces to support delivery of the curriculum – outdoor education can limit transmission and more easily allow for distance between pupils and staff.</li> </ul>	<b>Yes</b>	Zoned Key Stage Year group bubbles.	L
	<ul style="list-style-type: none"> <li>The use of play equipment is examined, ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.</li> </ul>	<b>Yes</b>	Checked daily by site team.	
	<ul style="list-style-type: none"> <li>Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix.</li> </ul>	<b>Yes</b>	PE/Sports curriculum emphasis on non-contact sports remains in place	
Site	<ul style="list-style-type: none"> <li>The risk of air conditioning spreading coronavirus is extremely low: If you use a centralised ventilation system that removes and circulates air to different rooms, it is recommended that you turn off recirculation and use a fresh air supply. You do not need to adjust other types of air conditioning systems. If you're unsure, speak to your heating ventilation and air conditioning (HVAC) engineers or advisers.</li> </ul>	<b>Yes</b>	Information shared with site team.	L
	<ul style="list-style-type: none"> <li>Good ventilation is encouraged to help reduce the risk of spreading coronavirus. Fans may be used when windows and/or doors are opened to encourage air changes.</li> </ul>	<b>Yes</b>	Windows to be opened as necessary.	
Breakfast and After School Clubs	<ul style="list-style-type: none"> <li>Breakfast clubs are resumed where possible to ensure vulnerable children have a healthy breakfast and are ready to focus on their</li> </ul>	<b>N/A</b>		L

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(Reference)	lessons, provide enrichment activities, and also support working parents.			
	<ul style="list-style-type: none"> <li>Schools keep children within their day bubbles where possible in these clubs. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</li> </ul>	Yes	Detentions issued within bubble	
Hiring out the school facilities	<ul style="list-style-type: none"> <li>Risk assessments / covid-safe procedures are requested from external bodies or organisations such as external coaches or after-school or holiday clubs. In doing so, the schools should ensure that they complement the school's risk assessment measures and they have had due regard to any other <a href="#">relevant government guidance</a>.</li> </ul>	N/A	There are no current plans to hire out school facilities. There are no after school clubs or holiday clubs planned currently.	L
<b>Operational issues</b>				
Availability of staff	<ul style="list-style-type: none"> <li>School leaders have discussed leave arrangements with staff before the end of the summer term to inform planning for the autumn term in particular referencing that travel to some countries require a quarantine for 14 days on their return.</li> <li>The school considers the impact where staff travel abroad, their return travel arrangements are disrupted due to factors arising beyond their control in relation to coronavirus, such as the potential for reinstatement of lockdown measures in the place they are visiting.</li> </ul>	Yes	Staff commanded to inform the Principal.	
	<ul style="list-style-type: none"> <li>Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders consider if it is possible to temporarily amend working arrangements to enable them to work from home.</li> </ul>	Yes	In place. Cover arranged as necessary. Where possible, use of routine supply staff through partnership with Agency.	L
	<ul style="list-style-type: none"> <li>Trained staff are available to support pupil personal needs e.g.                             <ul style="list-style-type: none"> <li>lifting, use of hoists</li> <li>intimate care</li> <li>managing medical needs including medicines</li> </ul> </li> </ul>	Yes	First aid administering of medication-two staff trained in each bubble so one administrator on site at any given time. See Administering Medication Policy	
	<ul style="list-style-type: none"> <li>The school has considered building resilience where a small staff cohort has specialist skills and training so that in the event of staff</li> </ul>	Yes	School absence procedures follow Trust Policy.	

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	absence due to self-isolation the school can operate as normal.			
	<ul style="list-style-type: none"> <li>Sufficient Physical Intervention trained staff are on site (see “other issues” below)</li> </ul>	<b>Yes</b>	Staff are Team Teach trained and in date. 2 staff require training.	
Supervision	<ul style="list-style-type: none"> <li>Supervision ratios are met (for identified individual pupils)</li> </ul>	<b>Yes</b>	In class, x2 staff to less than 10 pupils	L
First Aid	<ul style="list-style-type: none"> <li>Adequate number of first aiders (FAW / EFAW) are on site.</li> </ul>	<b>Yes</b>	Lead and deputy first aiders in each Key Stage.	L
Medication	<ul style="list-style-type: none"> <li>Necessary pupil medication has been returned to school.</li> </ul>	<b>Yes</b>	Collected from pupils during first week back and stowed in Key Stage Medical cupboards (lock and key). IHCPs updated.	L
Catering	<ul style="list-style-type: none"> <li>Assurance has been obtained that the school’s catering provider complies with the <a href="#">guidance for food businesses on coronavirus</a>.</li> </ul>	<b>Yes</b>	Quality assurance catering services-procedure	L
<b>Site Health and Safety Concerns (General)</b>				
Legionella	<ul style="list-style-type: none"> <li>Rarely used outlets have been identified taking into account current usage of taps.</li> </ul>	<b>Yes</b>	Building has not been closed. Test done week commencing 24 <sup>th</sup> August 2020.	L
Fire Procedures	<ul style="list-style-type: none"> <li>A fire drill has been organised for early in the school year.</li> </ul>	<b>Yes</b>	Fire drill week commencing 21 <sup>st</sup> September took place.	L
	<ul style="list-style-type: none"> <li>No changes are required to the fire evacuation procedures apart from the assembly point is organised with 2 metre social distancing between the bubble groups. (Social distancing is not <i>required</i> between anyone during the evacuation and between members of the same bubble group at the assembly point).</li> </ul>	<b>Yes</b>	Normal procedures in place	
Various site tasks	<ul style="list-style-type: none"> <li>Specific site management tasks are undertaken after re-opening following a <b>lengthy</b> closure*.</li> </ul>	<b>N/A</b>	School has remained open throughout pandemic.	
<b>Personal Health and Safety Concerns (General)</b>				
Pupils ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>The school behaviour policy has been updated to reflect the new rules and routines, setting clear, reasonable and proportionate expectations of pupil behaviour. These have been communicated to staff, pupils and parents/carers.</li> </ul>	<b>Yes</b>	PPI Policy in place. Parent Friendly PPI protocol shared with parents/carers during first week back.	L

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	<p>The consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions have been set out clearly at the earliest opportunity. This is particularly the case when considering restrictions on movement within school and new hygiene rules.</p> <ul style="list-style-type: none"> <li>The school will work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</li> <li>Many children and young people will have found lockdown exceptionally difficult socially and emotionally. The school considers any challenging behaviours or social or emotional challenges arising as a response to the lockdown and offers additional support and phased returns where needed.</li> </ul>	<p><b>Yes</b></p>	<p>Class tutor 're-connect' meetings took place with pupil/parent/carer week commencing 31<sup>st</sup> August.</p> <p>Pupils in the 'persistent absentee' category were contacted and/or visited by the Attendance and Re-integration officer during the Summer Holidays to 're-connect meetings' in the first week in September.</p> <p>Attendance Officer to support return to school for pupils with anxieties-this will then inform the list of pupils who may require signposting to the School Counsellor and Martin Sinclair-Behaviour Therapist for his second cohort for the 6 week well Being Programme.</p> <p>Wider professionals and services to support families to support pupils in returning to school. Following National Guidance.</p> <p>Not to re-introduce EWO and fines procedure in the Autumn Term-review at end of Autumn Term.                      Update Attendance Policy                      Operate sims attendance procedures as pre-covid and update DFE by completing return daily.</p>	

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	<p>Individual pupil risk assessments have been reviewed prior to the pupil returning to evaluate any additional measures that may be required.</p> <ul style="list-style-type: none"> <li>Pupils have been identified who will need specific help and preparation for the changes to routine in the new academic year. This might include, for instance, visits to the setting, social stories, and any other approaches that the school would normally use to enable pupils who have spent some time out of education, to return to full time attendance.</li> <li>Pupils are given additional time and understanding to adapt to the new school rules associated with the virus.</li> <li>Support Services are engaged with as and when necessary to assist these processes.</li> </ul>	<b>Yes</b>	<p>AIM-balance and minimise any risks from coronavirus (COVID-19) with providing a full educational experience for all Westbury pupils.</p> <ul style="list-style-type: none"> <li>All pupils will be able to follow their full curriculum.</li> <li>Emphasis on ‘re-connecting’ pupils and baselining to identify and teach learning gaps in the Autumn Term</li> <li>For most pupils we will slowly build from a relationships model in Key stage 2 to more specialist teaching through Key stage 3 and 4.</li> </ul>	
Staff welfare and staff redeployment	<ul style="list-style-type: none"> <li>Governing boards and school leaders have regard to staff (including the Head Teacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> <li>Schools have considered the potential concerns of staff who may be reluctant or anxious about returning and the right support is in place to address this. This may include staff who have been in the</li> </ul>	<b>Yes</b>	<p>Key messages from the September 1st Risk Assessment shared with staff during the Inset Days during the first week back of the Autumn Term for staff. Staff have PPA time. Daily briefings in bubbles and via Microsoft Teams After school staff meetings and Trust Network meetings through Microsoft Teams where appropriate.</p> <p>Risk assessments in place</p>	L

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	<p>clinically vulnerable health and BAME groups, families that have been personally affected and those that have not been in school since the lockdown commenced.</p> <p>The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.</p> <ul style="list-style-type: none"> <li>• Wellbeing support for all staff is in place and also for those that require additional support (ref: HR Trauma process and Bereavement Policy).</li> <li>• Telephone counselling services are available.</li> <li>• Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher.</li> <li>• Managers have discussed and agreed any changes to staff roles with individuals. Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s <a href="#">workload reduction toolkit</a>. DfE has also published a range of resources, including <a href="#">case studies to support remote education</a> and help address staff workload, this includes case studies on managing wellbeing. Where staff have been temporarily redeployed to different roles, they have the appropriate skills, expertise and experience to carry out the work.</li> </ul>			
Pupil welfare and mental health support ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>• Schools have considered the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and the right support is in place to address this. This may include pupils who have been in the clinically vulnerable health and BAME groups, families that have been personally affected and those that have not been in school since the lockdown commenced.</li> </ul> <p>The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in</p>	Yes	<p>Class tutor ‘re-connect’ meetings with pupil/parent/carer took place during the the first 2 weeks in September.</p> <p>Pupils in the ‘persistent absentee’ category historically are contacted weekly by telephone. iStudy Home Learning in place and pupils notified by letter.</p>	L

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p>school. Plans have been developed for re-engaging them.</p>		<p>No visits by Attendance &amp; Community Officer during National Lockdown 2</p> <p>Attendance Officer to support return to school anxieties-this will then inform the list of pupils who may require signposting to the School Counsellor and Martin Sinclair-Behaviour Therapist for his second cohort for the 6 week Well Being Programme.</p> <p>Wider professionals and services to support families to support pupils in returning to school.</p>	
	<ul style="list-style-type: none"> <li>• The school has considered the provision of pastoral and extra-curricular activities to all pupils designed to:                             <ul style="list-style-type: none"> <li>○ support the rebuilding of friendships and social engagement</li> <li>○ address and equip pupils to respond to issues linked to coronavirus</li> <li>○ support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> </ul>	<b>Yes</b>	<p>Behaviour Therapist for his second cohort for the 6 week well Being Programme.</p> <ul style="list-style-type: none"> <li>• All pupils will be able to follow their full curriculum.</li> <li>• Emphasis on ‘re-connecting’ pupils and baselining to identify and teach learning gaps in the Autumn Term</li> <li>• For most pupils we will slowly build from a relationships model in Key stage 2 to more specialist teaching through Key stage 3 and 4.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness. This is monitored and appropriate proactive and reactive measures taken.</li> </ul>	<b>Yes</b>	<p>In accordance with Academy Behaviour Policy.</p>	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
<b>Other Issues</b>				
Contingency plans for outbreaks	<ul style="list-style-type: none"> <li>For individuals or groups of self-isolating pupils, remote education plans are in place.</li> <li>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the school is able to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for the next academic year will include an expanded range of content for the specialist sector. In addition to this, we are helping parents to support learning at home, including by publishing a list of online learning resources for children with SEND.</li> </ul>	<b>Yes</b>	Safe and well check procedures will remain in place, quality assured by weekly safeguarding meetings.	L
		<b>Yes</b>	iStudy Home Learning in place via website. Policy on website. Parents/Carers notified by letter. E-safety leaflet guidance communicated to all parents and carers and on website. Personalised work packs of educational material to be posted for those pupils who cannot access.	
Training certificates that have expired during the partial closure.	<ul style="list-style-type: none"> <li>Expired group and individual training certificates have been identified. Some training may be available via virtual learning (Teams, Zoom, Meet) Some refresher requalification training may be available via eLearning.</li> <li>HSE has agreed a final deadline for first aid requalification for these qualifications of 30 September 2020.</li> </ul>	<b>Yes</b>	All training in date-safeguarding, prevent/radicalisation/first aid/Physical intervention	L
		<b>Yes</b>	All training in date-safeguarding, prevent/radicalisation/first aid/Physical intervention	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li>There has been a formal 6 month period of grace given to settings for school staff to attend Physical Intervention training and re-certificate.</li> </ul>	<b>Yes</b>	All training in date-safeguarding, prevent/radicalisation/first aid/Physical intervention	
	<ul style="list-style-type: none"> <li>For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.</li> </ul>	<b>Yes</b>	All training in date-safeguarding, prevent/radicalisation/first aid/Physical intervention	
Incident Reporting	<ul style="list-style-type: none"> <li>If a staff member has been diagnosed as having COVID-19 attributed to an occupational exposure to coronavirus this is reported as a case of disease via the school's incident reporting system and to the HSE according to RIDDOR requirements: <a href="https://notifications.hse.gov.uk/riddorforms/Disease">https://notifications.hse.gov.uk/riddorforms/Disease</a> (Contact your Safety Adviser for advice)</li> </ul>	<b>Yes</b>	This procedure has been circulated to all Heads in RLT.	L
Safeguarding	<ul style="list-style-type: none"> <li>DSL or a deputy always available during school hours for staff. † (Note the potential for school leaders to self-isolate)</li> </ul>	<b>Yes</b>	Yes-5 DSLs trained in school. Minimum X1 on site each day.	L
	<ul style="list-style-type: none"> <li>DSLs (and deputies) are provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</li> </ul>	<b>Yes</b>	Weekly face to face safeguarding meetings continue as throughout COVID 19.	
Reviews	<ul style="list-style-type: none"> <li>Regular reviews are undertaken on the effectiveness of the control measures and plans and changes are made accordingly. The school follows any forthcoming instructions from the employer, government advice, and national or local directions from Public Health England.</li> </ul>	<b>Yes</b>	Meetings in place attended by RLT Operations manager and Academy Principal and/or Head of School.	L

Are there any other foreseeable hazards associated with the Covid-19?		Yes <input type="checkbox"/>
		No <input type="checkbox"/>
Additional Hazards	List any additional control measures required	Residual Risk rating High, medium, low
If further government guidance is released throughout the Summer School Holidays, this risk assessment will be updated.		L

**\* Reopening after a lengthy closure:**

- Before resuming normal operation, commission a water treatment specialist to chlorinate and flush the complete system for all hot and cold water systems (including drinking water) and certify the water system is safe before the buildings are reoccupied. Allow sufficient time for this activity, approx. 1 week before opening if possible.
- Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment.
- Check your fire safety systems including making sure:
  - all fire doors are operational
  - your fire alarm system and emergency lights are operational

Clean and disinfect all areas and surfaces prior to reopening and if necessary, utilise pest control for insect infestations, particularly in the kitchen and/or food preparation areas. Deep clean the kitchen prior to reopening before food preparation resumes.

See also this [Zurich Municipal guide](#).

† **Designated safeguarding leads (DSLs)**

The optimal scenario for any school is to have a trained DSL or deputy available on site. It is recognised this may not be possible, and where this is the case there are 2 options to consider:

- a trained DSL or deputy from the school can be available to be contacted via phone or online video - for example working from home
- sharing trained DSLs or deputies with other schools (who should be available to be contacted via phone or online video)

Where a trained DSL or deputy is not on site, in addition to one of the above options, the department recommend a senior leader takes responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required liaising with children’s social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

Whatever the scenario, it is important that all school staff and volunteers have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them.

**Reference Websites:**

- [www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings](http://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings)
- [www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak](http://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak)

<b>ASSESSED BY (Print name) Lee Morgan</b>	<b>SIGNED</b>	<b>DATE 7.11.2020</b>